

Overview

The purpose of this lesson is to have students find similarities between their lives and those of people from the past. The students will use *Read Kansas* cards to learn about daily life activities of an Osage boy and a pioneer girl. Students will identify similarities and use that information to write a paragraph or draw a picture comparing their daily life with one of these children from the past. The lesson can be completed in one or two class periods.

Standards

History:

Benchmark 2 Indicator 1 The student compares and contrasts daily life of an historic Plains Indian family, a pioneer family, and a modern family in Kansas.

Reading:

Benchmark 4 Indicator 5 The student uses illustrations, text, and prior knowledge to make inferences and draw conclusions.

Benchmark 4, Indicator 8 The student compares and contrasts information (e.g., topics, characters) between texts and within a single text.

Objectives

Content:

- The student will be able to give examples of daily life activities about an Osage child and a pioneer child.
- The student will be able to identify examples of modern daily life activities.

Skills:

- The student will compare and contrast information.
- The student will make inferences or predictions.

Essential Questions

- What does the word *similar* mean?
- Do you think you have anything in common with people who lived long ago?



The *Read Kansas* project was created by the Kansas State Historical Society in cooperation with the Kansas Health Foundation through their support of the Kansas Territorial Sesquicentennial Commission and the Kansas State Department of Education. © 2006



Activities

This activity uses the following *Read Kansas* cards:

- **The Osage in Kansas: Walking-Dog's Daily Life**
- **Settlers in Kansas: Sarah's Daily Life**

Day 1

1. Introduce the topic of daily life by asking the students about their lives. What do they do on the days they go to school, Monday through Friday? (Sleep in a bed, go home after school, play with friends, eat dinner, etc.) Make a list of their answers on the board.
2. Explain that they will be reading about the daily life of two Kansans who lived a long time ago: an Osage boy and a pioneer girl.
 - Ask the students what the word *similar* means.
 - Let them know that later in the lesson they will be asked to name some things that are similar between their life and Walking-Dog's life.
3. Distribute **The Osage in Kansas: Walking-Dog's Daily Life** *Read Kansas* card. Have students look at the pictures on the front of the card as you read the teacher's script about the Osage (on page 3) to provide background information about the tribe.
4. Next, have students read the back of the card.
5. After reading the card, ask the class to identify similarities between what their daily activities are on a school day and what Walking-Dog did. For example, Walking-Dog eats lunch, he plays with his friends, he is taught a lesson, and he helps his father. Write the answers on the board. You will need this list for the activity at the end of Day 2.

Day 2

1. Distribute **Settlers in Kansas: Sarah's Daily Life** *Read Kansas* card. Have students look at the pictures on the front of the card as you read the teacher's script about Sarah (on page 3) to provide background information about settlers.
2. Next, have students read the back of the card.
3. After reading the card, ask what is similar between their lives and Sarah's life. For example, Sarah goes to school, she eats lunch at school, her teacher helps her learn, and Sarah helps her mother at home. Write the answers on the board.
4. Using the two lists ask students to find similarities between Walking-Dog and Sarah. Lead a discussion about how people from the past and from different cultures still have many things in common.
5. Distribute the **I am like** _____ worksheet. Have students write a paragraph and/or draw a picture illustrating one example of how they are similar to a child from the past.

Assessment

1. Evaluate the students' ability to identify three similarities between himself/herself and children from the past.
2. Evaluate the students' paragraphs or pictures comparing an activity of what they do that is similar to that of a child from the past.

Script For Activating Prior Knowledge

The Osage in Kansas

Walking-Dog lived a long time ago. He lived in Kansas more than 100 years ago. Walking-Dog was Osage. He lived in a village along the Neosho River. His family called the river Waters-Colored-Like-Cows-Hide. He lived in a house made from a frame of skinny trees tied together and covered with buffalo hide. Their home was warm and cozy inside during the winter. Walking-Dog lived with his mother and father and sisters and brothers. His grandparents lived close by. His aunts and uncles and cousins also lived close by. Walking-Dog's entire family was close enough to see each other every day.

The Osage were hunters. Twice during the year the entire tribe would go west to hunt buffalo. Closer to home they hunted deer and smaller animals. They also grew some foods in gardens near their homes. They grew corn, beans, squash, pumpkins, and sunflowers in their gardens. This gave the Osage people enough food to eat.

Some Osage people still live in Kansas today. They do not live like Walking-Dog did, because Walking-Dog lived a long time ago. Today the Osage live in houses just like you and me. They drive cars just like you and me. They go to school just like you and me.

Settlers and Pioneers in Kansas

Sarah lived a long time ago. She lived in Kansas more than 100 years ago. Her family lived in a house made of logs. She lived with her mother and father and sisters and brothers. Her grandparents lived far away from her family. There were only a few other families living close to them. Sarah and her family were pioneers who moved to a new place so they could have a big farm. They settled in Kansas.

Settlers who came to farm in Kansas often did not live close to cities. If they needed supplies they had to travel a day or two in order to get to the closest town. Pioneers and settlers had gardens near their houses. Children would help by working in the garden. Pioneers and settlers also kept cows, pigs, and chickens near their homes. This gave them enough food to eat.

There are no pioneers living in Kansas today. If Sarah and her family lived in Kansas today, they would live in houses just like you and me. They would drive cars just like you and me. They would go to school just like you and me.

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- Library of Congress

Name: _____

I am like _____

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are four sets of these lines.

